

Proposed Utah Educational Leadership Standard Revisions

Introduction

Changing school conditions, shifting school populations, increased expectations for student learning, and expanding knowledge on effective leadership have created new challenges and expectations for educational leaders. Clear and consistent leadership standards can assist all educational stakeholders in understanding these expectations. These standards, grounded in current research and the real-life experiences of educational leaders, articulate the leadership that our schools need and our students deserve. They are student-centric, outlining foundational principles of leadership to guide the practice of educational leaders so they can move the needle on student learning and achieve more equitable outcomes for all students. They are designed to ensure that educational leaders are ready to meet effectively the challenges and opportunities of the job today and in the future by guiding school leaders at all levels as they:

- create challenging but caring and supportive conditions conducive to each student's learning,
- collaborate on shared vision, mission, goals, and commitments to ensure student learning at high levels,
- relentlessly develop and support teachers in cycles of continuous improvement,
- create positive working conditions,
- effectively allocate resources,
- construct appropriate organizational procedures and practices, and
- engage in other deep and meaningful work both inside and outside of the classroom that has a powerful impact on what happens inside it.

These standards are foundational to all levels of educational leadership. They apply to principals and assistant principals and they apply to district leaders as they engage in similar domains of work as school leaders. However, the specific standards in each strand focus more on school-level leadership than district-level leadership. Moreover, district-level leaders have additional responsibilities associated with their particular roles (e.g., working with school boards and labor relations), and those responsibilities extend beyond these standards.

Clear and consistent standards for educational leadership set high expectations for practice. The standards in this document represent consensus among Utah educators and policymakers about the most important actions required of pre-K–12 educational leaders to improve teaching and learning. These standards reflect the most recent information, research, and lessons learned about educational leadership.

Standards

STRAND 1: "Visionary Leadership" Effective educational leaders facilitate the development, articulation, implementation, and stewardship of a shared vision that promotes each student's academic success and well-being.

Standard 1.1: Collaborate with faculty, staff, and the school community to develop and implement a shared vision, mission, and values.

Standard 1.2: Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.

Standard 1.3: Strategically create and implement plans to achieve short- and long-term goals.

Standard 1.4: Develop a shared understanding of and commitment to mission, vision, and values within the school and community to promote continuous and sustainable improvement.

Standard 1.5: Monitor and evaluate progress and revise plans to achieve desired outcomes.

STRAND 2: "Teaching and Learning" Effective educational leaders support teaching and learning by facilitating coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Standard 2.1: Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and values of the school and embody high expectations for students.

Standard 2.2: Build a professional culture of trust and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.

Standard 2.3: Require that all educators know and use the Utah Core Standards for all courses.

Standard 2.4: Require that all educators know and use the current Utah Effective Educator Standards.

Standard 2.5: Ensure instructional practice is consistent with knowledge of student learning and development and effective pedagogy.

Standard 2.6: Ensure instructional practice is engaging, challenging, and relevant to student needs, experiences, and interests.

Standard 2.7: Guide and support teachers in collecting and appropriately using varied sources of information and data to evaluate student learning, effective teaching, and program quality.

Standard 2.8: Ensure that available technologies are used to enhance instruction and create opportunities for student learning.

STRAND 3: "Management for Learning" Effective educational leaders manage school operations and resources to promote the success and well-being of faculty and staff and each student's academic success, and well-being.

Standard 3.1: Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to equitably address each student's learning needs.

Standard 3.2: Seek, acquire, and manage fiscal, physical, and other resources to support the school's vision, mission, and values.

Standard 3.3: Comply with mandated budgeting and accounting practices as responsible and ethical stewards of the school's monetary and non-monetary resources.

Standard 3.4: Promote and protect the welfare and safety of students, faculty, and staff through implementing federal, state, and LEA policies and effective schoolwide procedures and practices.

Standard 3.5: Promote adult-student, student-peer, and school-community relationships that create the climate and conditions that value and support academic learning and positive social and emotional development.

Standard 3.6: Follow LEA policies, Utah State Code, and Utah State Board of Education administrative rules that govern the human resource function, including remediating and/or terminating faculty and staff employment as needed.

STRAND 4: "Community Engagement" Effective educational leaders engage families and the community to create an inclusive, caring, safe, and supportive school environment to promote each student's academic success and well-being.

Standard 4.1: Demonstrate an approachable, accessible, and welcoming disposition to families and members of the community.

Standard 4.2: Create and sustain positive, collaborative, and productive relationships with families and the community.

Standard 4.3: Understand, value, and employ the community's resources to promote student learning and school improvement.

STRAND 5: "Ethical Leadership" Effective educational leaders act ethically and professionally to promote each student's academic success and well-being.

Standard 5.1: Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources and all aspects of the school leadership.

Standard 5.2: Model and promote the professional attributes of integrity, fairness, transparency, and trust.

Standard 5.3: Comply with and act in accordance with Professional Ethics as outlined in Utah Rule 277-515.

Standard 5.4: Place students at the center of education and accept responsibility for each student's academic success and well-being.

STRAND 6: "School Improvement" Effective educational leaders act as agents of continuous improvement and foster a professional community of teachers and staff to promote each student's academic success and well-being.

Standard 6.1: Develop teachers' and staff members' professional knowledge, skills, and practice through a variety of opportunities for learning and growth, guided by understanding of professional and adult learning and development.

Standard 6.2: Deliver actionable feedback about instruction and other professional practice through comprehensive systems of evaluation and supervisory practices that support development of teachers' and staff members' knowledge, skills, and practice as outlined in the Utah Effective Educator Standards.

Standard 6.3: Engage faculty and staff in a systematic process of continuous school and classroom improvement.

Standard 6.4: Lead teachers and staff in evaluating competing initiatives to determine a course of action that will support and achieve identified organizational goals.

Standard 6.5: Foster an environment friendly to inquiry, experimentation, and innovation aligned with continuous improvement goals.

Standard 6.6: Develop and promote leadership capacity among teachers and staff.

STRAND 7: "Equity and Cultural Responsiveness" Effective educational leaders use culturally responsive practices and strive for equity of educational opportunity that promote each student's academic success and well-being.

Standard 7.1: Create and sustain a school environment in which each student is known, accepted, valued, trusted, and respected.

Standard 7.2: Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

Standard 7.3: Implement school procedures that address student behavior in a positive, equitable, and unbiased manner.

Standard 7.4: Address matters of equity and cultural responsiveness in all aspects of leadership.

Standard 7.5: Promote the preparation of students to live productively in and positively contribute to society.